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ABSTRACT

This revised manual presents a timetable, proposals and evaluation procedures, and information on the designation, discontinuance, and inactivation of instructional programs for Maryland community colleges. After the first section presents a timetable for the proposal and evaluation of new and existing instructional programs, information on instructional program proposals provides definitions of transfer and occupational programs; procedures related to filing letters of intent for development of new programs; and evaluation, review, endorsement, and revision procedures. Next, the designation process for statewide instructional programs is examined in terms of general criteria for statewide designation, and review and approval procedures. Then, instructional program evaluation is discussed with focus on the system of quantitative evaluation, criteria used to determine whether a qualitative evaluation of a program is required, and a summary of evaluation procedures. Finally, procedures for discontinuance and inactivation of instructional programs are specified. Appendices include forms for instructional program proposals, designation, and discontinuance; a market analysis survey form; information on the distribution of statewide instructional program funds; and a guide for users of the program data monitoring system printout. (HB)

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# Instructional Program Manual

JC 830 565

Maryland State Board for Community Colleges

sbcc

The Jeffrey Building • 16 Francis Street, Annapolis, Maryland 21401 • (301) 269-2881

# INSTRUCTIONAL PROGRAM MANUAL

# MARYLAND COMMUNITY COLLEGES

*Approved by:*
*Maryland State Board for Community Colleges*
*Maryland State Board for Higher Education*
*Maryland State Department of Education*

Maryland State Board for Community Colleges
The Jeffrey Building • Annapolis, Maryland 21401
November 1983

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## FOREWORD

This manual is a revision of the Instructional Program Manual developed for use by Maryland community colleges in 1979. In addition to many changes made to streamline the program approval forms, the following additions have been made: (a) a market analysis survey form to gauge the extent of job openings and (b) a financial impact estimate in connection with the form used to discontinue a program. The academic and occupational deans of the Maryland community colleges participated in the revision of the manual and their important contributions are much appreciated. The revisions of this manual have been reviewed and approved by the State Board for Higher Education (SBHE), the State Board for Community Colleges (SBCC), and the State Department of Education.

The Instructional Program Manual and forms which follow are to be used in conjunction with the development, review, submission, and approval of all new instructional programs in Maryland community colleges. This document becomes effective immediately and shall be used for all programs proposed for implementation in Fall 1984. This document supersedes all previous manuals issued.

James D. Tschechtelin
Executive Director

CONTENTS


| | Page |
|---|---|
| Instructional Program Timetable | 1 |
| Instructional Program Proposals | 3 |
| Designation of Statewide Instructional Programs | 8 |
| Instructional Program Evaluation | 10 |
| Discontinuance of Instructional Programs and Inactivating Instructional Programs | 13 |

Appendices

| | |
|---|---|
| A - Instructional Program Proposal form | 15 |
| B - MSDE-VTE-219-10/77, DVTE form | 29 |
| C - Proposal for Designation of Statewide Instructional Program form | 31 |
| D - Distribution of Statewide Instructional Program Funds | 37 |
| E - Projected and/or Discontinued Instructional Programs form | 41 |
| F - Market Analysis Survey form | 43 |
| G - Request for Program Discontinuance form | 45 |
| H - Guide for Users of the Program Data Monitoring System Printout | 49 |

# INSTRUCTIONAL PROGRAM TIMETABLE

## PROGRAM PROPOSALS

| | |
|---|---|
| Letter of Intent due at SBCC office | June 15 |
| Response of SBCC to college's Letter of Intent | August 1 |
| Instructional Program Proposal due at SBCC office | November 1 |
| SBCC action and transmittal of recommendation on Instructional Program Proposal to SBHE | December 15 |
| List of projected programs for ensuing three-year period due at SBCC office (required for State Plan) | December 31 |
| Final action by SBHE | April |
| SBCC official response to college | No later than one week following SBHE meeting |

## PROGRAM EVALUATIONS

| | |
|---|---|
| Updated PDM printout sent to each college for verification | May 1 |
| SBCC designates programs to be qualitatively evaluated | June 15 |
| College response to qualitative evaluation due at SBCC office | January 15 |
| College responses presented to SBCC | March 15 |

## INSTRUCTIONAL PROGRAM PROPOSALS

The Maryland State Board for Higher Education (SBHE) defines an instructional program as a course of study requiring the completion of a specified number of course credits from among a prescribed group of courses, which leads to a formal award. Maryland community colleges offer two types of instructional programs as required by statute--transfer and occupational.

A Transfer Program is defined as:

a) One of five academic areas that is intended primarily to prepare students for transfer to a four-year college or university. The academic areas are:

Arts and Sciences Transfer (4910-01)
Engineering Transfer (4940-01)
General Studies Transfer (4950-01)
Teacher Education Transfer (4960-01)
Business Administration Transfer (4970-01)

b) A series of courses leading to an associate in arts degree.

c) The basis for reporting enrollment, completions, and follow-up information to the SBCC.

d) The object of quantitative data monitoring for effectiveness by the SBCC.

A Transfer Program Option is curriculum developed from and closely related to one of the five program areas shown above.

An Occupational Program is defined as:

a) A series of courses intended primarily to assist students with immediate or concurrent employment.

b) A series of courses leading to a certificate and/or associate in arts degree.

c) A series of courses having a unique program number (HEGIS code 5001-01 to 5599-99).

d) The basis for reporting enrollment, completions, and follow-up information to the SBCC.

e) The object of quantitative data monitoring for effectiveness by the SBCC.

An Occupational Program Option is defined as:

a) A series of courses intended primarily to assist students with immediate or concurrent employment.

b) A series of courses leading to a certificate and/or associate in arts degree.

c) A variation of an occupational program designed to assist students in a specialized field. An option generally includes several courses specific to the field while the majority of courses are required by the parent program.

d) Neither the basis for reporting data nor the object of data monitoring by the SBCC. Students enrolled in options are reported under the parent program.

SBCC Program Inventory

The SBCC Program Inventory is the official listing of programs that have been endorsed by the SBCC and approved by the SBHE. The Inventory is updated several times during each year. Program options are not shown in the Program Inventory.

Projected Programs - State Plan

In December of each year, community college presidents shall submit a listing of instructional programs projected by the college for the ensuing three academic years. No Letter of Intent will be accepted for any program not projected in the most recent State Plan listing. Programs not implemented as scheduled, but which the college wishes to continue under investigation, shall be specifically included by the college in succeeding State Plan listings. Exception to this policy will be made only when the college can clearly demonstrate to the SBCC that extenuating circumstances exist.

Letter of Intent

Each community college will forward to the SBCC a letter that indicates the college's intent to submit a formal Instructional Program Proposal during the next academic year.

Each Letter of Intent forwarded to the SBCC by the community colleges must include the following:

a) Program title. An accurate reflection of the content of the program.

b) Proposed program code. The six-digit Higher Education General Information Survey (HEGIS) number for categorization of credit curriculum. Final program code determination is made by the SBCC.

c) Proposed CIP code. The six-digit Classification of Instructional Program code.

d) Proposed implementation date. Semester and year.

e) Degree level. Certificate and/or associate in arts.

f) Need for program. Preliminary information on student interest and employment opportunities. If a market analysis survey has been conducted, attach a summary of the results.

g) Goals. The major aims of the program. For occupational programs, list the projected job titles of graduates.

h) Similar programs existing in service area. A listing of similar programs in other schools or colleges, including secondary vocational-technical programs and independent postsecondary institutions.

i) Facilities and equipment required. A statement indicating that consideration has been given to the need for new facilities and/or additions.

j) Estimated per student cost. An estimate comparing relative program cost to institutional average cost per full-time equivalent (FTE) student.

Review Procedures for Letter of Intent

Upon receipt of the college's Letter of Intent, the SBCC will:

a) Evaluate the Letter of Intent.

b) Provide the college with an evaluative response. If the proposed program is offered at other Maryland community colleges, a copy of the PDM printout will be provided.

c) Send copies of the SBCC responses to the Letters of Intent to the SBHE, the DVTE, all other Maryland community colleges, State colleges and universities, the University of Maryland, and the Chesapeake and Potomac Association of Private Schools.

Instructional Program Proposal

The timetable presented on page 1 will be used if the college decides to prepare a formal Instructional Program Proposal. The procedures for submission are as follows:

Five copies of the completed Instructional Program Proposal (Appendix A), including any associated options, must be submitted to the SBCC. If possible, all items should be completed using the space allotted on the form. Any supportive letters or other documents should be attached to the form as an addendum and referenced in the proper space. If the program is intended for transfer, only three copies are required.

Two of the five copies, with all attachments, are required by the DVTE and must be submitted for funding eligibility under Vocational Education Acts and the Maryland State Plan for Administration of the Vocational-Technical Education Programs. Of these two copies, original signatures must appear on the required cover sheet, MSDE-VTE-203-07-8/79 (Appendix B), which is to be attached in duplicate. The SBCC will forward the two required copies to the DVTE.

Factors for Evaluation of Instructional Program Proposals

The factors to be used in the evaluation of the Instructional Program Proposal by the SBCC include but are not limited to:

a) Availability of jobs for graduates of the program;

b) Transferability of competencies and skills to related fields;

c) Student interest in the program;

d) Cost of the program, including need for new facilities and/or staff;

e) Impact of proposed program on similar programs at other colleges;

f) Articulation of the program with other secondary and postsecondary institutions.

Following the initial review, analysis of the viability of the program in view of the above six factors occurs. The fundamental and overriding question for occupational programs is whether appropriate level employment opportunities are available. If the answer is negative or questionable, it is unlikely that any combination of the successive factors could overcome this shortfall. If manpower conditions on the other hand are strongly or moderately positive, additional attention must be focused on the factors of interest, cost, impact, applicability of skills, and competencies to other employment areas and articulation of the program.

Specific weights cannot be placed on the individual subsidiary factors once the manpower question is resolved. Rather, the SBCC staff assesses the totality of factors as they relate to the particular institution, its history, geography, size, and other approved programs.

After completing its review, the SBCC staff develops recommendations for the SBCC and provides advance copies of the recommendations to the presidents of the proposing institutions. Any college may comment on the impact of a particular proposal on its programs. Comments by other community colleges may be made in writing to the SBCC staff or directed to the SBCC when the Instructional Program Proposal is presented for discussion.

Review and Endorsement Procedures

These steps will be followed by the SBCC upon receipt of the Instructional Program Proposal:

a) The SBCC staff will review the Program Proposal.

b) The SBCC will take action and make a recommendation to the SBHE.

c) The SBCC will distribute copies of the Program Proposal to the SBHE and DVTE staff.

d) The SBHE will take final action on the Program Proposal.

e) The SBHE will notify the SBCC staff of the decision.

f) The SBCC Executive Director will notify the community college president.

## Program Revisions and Options

Requests for program revisions (those involving a change in program goals or content) and options to existing programs must also be submitted to the SBCC for review. If the request is for an option to an existing program, the SBCC staff may approve the request. To maintain consistent data for any revisions or options approved by the SBCC, copies of the approval letter will be forwarded to the DVTE. A request for program revision or option may be submitted at any time. Revisions of programs already in existence and previously reviewed by the appropriate State agencies require substantially less information than proposals for new programs.

Likewise, options do not change the intent or direction of an existing program but rather provide an alternative to the student. An option, therefore, does not require a large volume of information to be submitted to the SBCC.

Three copies of requests for program revisions or options to existing programs will be submitted to the SBCC using pages A-1 through A-9 of the Instructional Program Proposal form (Appendix A). A cover letter indicating additional staff, equipment, facilities, and/or courses required to accomplish the revision or add the option must be submitted simultaneously.

The decision to approve an option is based upon three factors:

a) Logical connection between the title of the option and the existing program,

b) Extent of overlap between the courses in the option and the parent program, and

c) Number of courses in the option that are new to the college.

If the SBCC staff concludes that a proposed option represents a substantive departure from the existing curriculum, the college will be requested to prepare a full program proposal.

## Review and Endorsement Procedures for Revisions and Options

After the SBCC staff reviews and consults, as appropriate, with other State agencies, the SBCC will, within thirty days, inform the college of its decision. If the SBCC staff determines that the revision or option is in fact a new program, the college will be so informed and requested to submit a complete Instructional Program Proposal for a new program if it still desires such a curriculum.

## Changes in Titles

Changes in titles of programs and options must be approved in writing by the SBCC. When a change is desired, the college should send a letter to the SBCC explaining the rationale for the change, as well as the impact of the change on the goals and the content of the curriculum.

## DESIGNATION OF STATEWIDE INSTRUCTIONAL PROGRAMS

### Overview

From their inception, Maryland community colleges have developed and implemented instructional programs designated primarily to serve the citizens of the political subdivision where each college is located. Initially the majority of programs offered were oriented toward the traditional liberal arts and sciences and designed for transfer to four-year institutions. In the early 1960s, Maryland community colleges began to develop increasing numbers of specialized technical programs designed to prepare students for immediate employment. The number of specialized occupational programs offered has increased so that Maryland community colleges currently offer an aggregate of over 300 occupational programs.

Many of these technical programs are justifiably duplicated by several community colleges because of large student enrollment interest and high manpower employment availability. With the development of an increasing number of highly specialized technical programs, however, the duplication of certain programs by neighboring colleges, or colleges within a geographical region, may be prohibitively expensive to both the local political subdivision and the State.

Until 1982, guidelines provided for both regional and statewide programs. In 1982, the State Board for Community Colleges amended the guidelines to provide only a statewide classification. The change was made to insure equal educational access to all Maryland residents regardless of political subdivision. Statewide designation is meant to include all political subdivisions except any that have the same program.

The responsibility of identifying and justifying statewide instructional programs proposed or in existence rests with the college offering or proposing the specific program. The college making the request for designation of a program as statewide signifies its interest and preliminary justification in a Letter of Intent to submit a request for the statewide program. The State Board for Community Colleges will, in the process of making a decision on special designation of a program, consider the impact on the State, the proposing college, and neighboring colleges.

In addition to the process outlined above, the State Board for Community Colleges may from time to time request that a program proposal developed through the existing process be considered by the proposing college for resubmission as a statewide proposal.

The statewide designation process applies to both existing programs and new programs being proposed. Upon request of the local board of trustees, the requesting institution petitions the State Board for Community Colleges to designate the program as statewide. This program, if so designated, is then eligible for out-of-county tuition reimbursement by the State.

### General Criteria

Staff recommendations for statewide designation will be based upon: (a) the ability of the college to accommodate additional students, (b) the need for additional students to sustain the program, (c) the unit cost of the program, and (d) the uniqueness of the program.

The designation of an instructional program as statewide does not preclude any college from proposing the same program for its political subdivision. While the existence of the statewide program will be taken into account, the proposed program will be evaluated on its merits, considering the number of job openings, student demand, and cost.

Review and Approval Procedures

a) The college submits a Letter of Intent, including the rationale for proposing a statewide program.

b) The SBCC circulates the Letter of Intent to all community college presidents for their comments.

c) For existing programs, the college submits a Proposal for Designation of Statewide Instructional Program (Appendix C)

OR

for proposed new programs the college submits at the same time for statewide designation an Instructional Program Proposal and a Proposal for Designation of Statewide Instructional Program (Appendices A and C).

d) The SBCC acts upon the staff recommendation.

e) The college president is notified of the SBCC action.

Distribution of Funds

The procedures for distributing statewide program funds are presented in Appendix D.

## INSTRUCTIONAL PROGRAM EVALUATION

In 1978, the State Board for Community Colleges approved the Maryland Community College Program Evaluation System. This system follows a two-step process. The first step is a quantitative review of community college program information by the State Board for Community Colleges, and the second step is a qualitative assessment by the community colleges in response to specific questions raised by the State Board. The system was developed through a cooperative effort of the Maryland community college presidents, deans, researchers, and the SBCC staff. The fundamental premise of the system is that Maryland's community colleges are striving to achieve program quality, and that the colleges have the capacity for self-assessment with the courage to take action upon the results of such assessments.

### Quantitative Evaluation

In order to implement the first step in the evaluation process, the Program Data Monitoring (PDM) System has been instituted. The PDM System is a computerized display of student, cost, and manpower information for each program at each community college. A copy of a typical PDM printout is in Appendix H. Information is included in the following categories:

a) Name, status, and code numbers of the program

b) Enrollment and award data for six years

c) Enrollment and awards in similar programs at other colleges

d) Graduate follow-up data

e) Annual job openings in the Baltimore area and statewide

f) Discipline cost analysis data

Each year during May, the updated PDM printout is distributed to academic deans, occupational deans, and institutional research directors to verify the data. The SBCC staff then identifies several programs at each college that appear to be in some difficulty and in need of a qualitative evaluation. In general, selection is based upon enrollment, awards, and job placement, in that order. Discipline cost information is used in the context of the overall discipline cost at the college and the average cost of the discipline at other colleges.

The selection of programs for a qualitative evaluation is assisted by "flags" printed in the lower right corner of the PDM printout. The flags represent criteria checks on certain data, such as, "Enrollment decreased at least 10 percent and by ten students last year." The flags were set with the help of community college academic deans, occupational deans, and institutional research directors. The flags are used by the SBCC staff to assist in selecting programs for a qualitative evaluation but are not the sole criteria for requesting a qualitative evaluation by the college. The PDM flags are:

Enrollment and Awards

No enrollment is indicated for the past two years

Enrollment decreased at least 10 percent and by ten students last year

Three-year average enrollment-to-award ratio more than twice State ratio

No awards are indicated for the past two years

Awards decreased at least 10 percent and by ten students last year

Employment

Less than 50 percent of graduates are employed in related full-time jobs

Satisfaction with preparation for employment 10 percent lower than State

Employment full-time in related job 10 percent lower than State

Transfer

Transfer rate 10 percent lower than State

Credit loss upon transfer 10 percent lower than State

Achievement of 3.0 GPA after transfer 10 percent lower than State

Transfer rate to related program 10 percent lower than State

Satisfaction with transfer preparation 10 percent lower than State

Cost

Discipline cost is at least 20 percent over statewide discipline cost

Discipline cost is at least 40 percent over college average cost

Discipline cost increased at least 20 percent last year

Cost exceeds average college cost by 25 percent and enrollment less than thirty students

Student Satisfaction and Other Criteria

Less than 70 percent of graduates achieved their goal

Satisfaction with instruction 10 percent lower than State

Goal achievement 10 percent lower than State

Insufficient graduate follow-up data—less than ten respondents

Qualitative Evaluation

The SBCC staff constructs questions to be addressed in the qualitative evaluation. For example, "What factors account for declining enrollment in this program?" Upon approval by the State Board for Community Colleges in June, the questions are sent to

each college president. The presidents are encouraged to involve faculty members in the evaluation process, which may incorporate mail or telephone surveys, additional analysis of existing follow-up data, or analysis of student transcripts. The program advisory committee can also be used to help evaluate the program and recommend ways. Colleges conduct the qualitative evaluations, respond to the questions raised, and submit a report to the SBCC. The SBCC publishes a report of all questions and responses. The report generally includes a statewide analysis of one or two programs that share a common problem. Recent statewide analyses have dealt with Photography, Recreation Technology, and Media/Communications Technology. The complete report is distributed to the community colleges; the State Board for Higher Education; the State Department of Education, Division of Vocational-Technical Education; and the State Advisory Council for Vocational-Technical Education.

Summary of Procedures

| | |
|---|---|
| April | The SBCC updates the PDM System for each community college instructional program. |
| May | The PDM System printout for each college is sent to each college for verification of data. |
| June | The State Board for Community Colleges receives staff recommendations about programs that are to receive a qualitative evaluation, including questions to be asked about each program designated. The SBCC acts on the recommendations.<br><br>The Executive Director of the SBCC notifies the colleges in writing of those programs for which a qualitative evaluation is requested. Specific questions related to each program are raised. |
| January 15 | The college sends the program evaluations to the State Board for Community Colleges. The response must include answers to the questions raised as well as specific actions to be taken by the college regarding the program. |
| March | The State Board for Community Colleges staff reviews the responses submitted by the colleges and compiles a report for the community college system. Copies of the program evaluation report are sent to the State Board for Higher Education; the Maryland State Department of Education, Division of Vocational-Technical Education; and the State Advisory Council for Vocational-Technical Education. |

## DISCONTINUANCE OF INSTRUCTIONAL PROGRAMS AND INACTIVATING INSTRUCTIONAL PROGRAMS

### Discontinuance of Instructional Programs

Prior to a college's discontinuing an instructional program, approval must be received from the SBHE upon recommendation of the SBCC.

Appendix G of this manual presents the form for requesting discontinuance of an instructional program. A request to discontinue a program may be submitted at any time; however, adequate time for review and action by appropriate State agencies must be allowed prior to the college's planned date of discontinuance.

Three completed copies of the form must be submitted to the SBCC staff. Following SBCC staff review, the request will be presented to the SBCC. Subsequent to SBCC action, the request with SBCC recommendation will be forwarded to the SBHE for final action.

After final action by the SBHE, the community college president and the DVTE will be notified by the SBCC.

### Inactivating Instructional Programs

Should the college desire to inactivate a program rather than discontinue it, the college president may so request in writing to the Executive Director of the State Board for Community Colleges.

A program may remain inactive no longer than two academic years. At the end of the second year, the SBCC staff will contact the college president and request that definitive action be taken on the program. The college may then request that the program be discontinued in accordance with provisions in this manual; or the president may forward a letter to the Executive Director of the State Board for Community Colleges, requesting that the program be placed on active status. This letter must present the reasons for the program activation, employment opportunities for students completing the program, and projected student enrollments for the program. The SBCC staff will review the request and notify the college within thirty days of action taken on the request.

# INSTRUCTIONAL PROGRAM PROPOSAL

## MARYLAND COMMUNITY COLLEGES

*The information and estimates contained herein are complete and accurate to the best of my knowledge. The offering of the proposed instructional program is consistent with the college's annual and long-range plans.*

*Signed:*

_____ _____

*President* *Date*

*Action requested:*

*( ) New program*
*( ) Option to existing program*
*( ) Revision to existing program*

+ + + + + + + + + + + + + + + + + + + + + +

## A - PROGRAM DESCRIPTION

1. Community college: _____

   Program title: _____

   Option title (if applicable): _____

   Date approved by college board of trustees: _____

   Proposed implementation date: _____

   Program code: HEGIS _____ CIP _____

   Level and type of award (check as appropriate):

   ( ) AA Degree ( ) Certificate ( ) Transfer ( ) Occupational

2. Is this program being submitted as a statewide program?

   ( ) Yes ( ) No If Yes, also complete the statewide program form (Appendix C).

3. Has this program or any of the courses of this program been offered in the noncredit area?

   ( ) Yes ( ) No

4. Write a brief catalog-style program description. Give a separate description for each option.

5. Identify special program requirements.

   a) Are there unique program admission requirements (in addition to those of general college admission) that the student must meet?

      ( ) Yes ( ) No If Yes, list.

   b) Is a work experience or field project required in this program?

      ( ) Yes ( ) No If Yes, give details. If experience is organized as a course, refer to course description.

c) Is specialized professional accreditation required or available for the program?

( ) Yes ( ) No If Yes, give details, including the name of the accreditation group and whether or not the college will seek such accreditation.

d) Is a certificate or license required of the program graduate prior to employment?

( ) Yes ( ) No If Yes, give details.

6. Determine advanced placement information.

a) Can part of this program be satisfied by the student through advanced placement, credit by examination, or prior experience?

( ) Yes ( ) No If Yes, give details.

b) Can the entire program be completed by part-time students?

( ) Yes ( ) No If No, explain.

7. List all courses in the program. Mark all new courses with * and attach a catalog course description. Mark all occupational courses with 0. Refer to the State of Maryland Minimum Requirements for **Degree**-Granting Two-Year Colleges for required coursework distribution and general education requirements. No less than 60 nor more than 70 credit hours may be required for an associate in arts degree program, excluding remedial and orientation courses. A minimum of 12 credits are required for a certificate program.

| Course Number | * and/or 0 | Course Title | Semester Credit Hours | Total Semester Lecture Hours | Total Semester Laboratory/ Clinical Hours |
|---|---|---|---|---|---|
| | | | | | |

Total credits required in program . . . . . _____ ///////// ///////////

## B - OBJECTIVES

1. State the general and specific objectives of the program.

## C - JUSTIFICATION OF PROGRAM

1. a) List the name and job titles and/or organizational affiliation of the members of the Program Advisory Committee.

| Program Advisory Committee | |
|---|---|
| Name | Title/Organizational Affiliation |
| | |
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b) Present evidence of the advisory committee's involvement in the development of this program. For example, a copy of the minutes from the most recent meeting of the advisory committee could be attached.

NOTE: Items 2b through 7 apply to occupational programs and options only.

2. a) Student interest. Based on your assessment of potential student interest, enter estimated enrollments for the first three years of the program.

| Fall Enrollment | Year First 19__ | Second 19__ | Third 19__ |
|---|---|---|---|
| Full-time | | | |
| Part-time | | | |
| Estimated new students * | | | |

* Estimate the number of new students, that is, those not enrolled in another program currently offered by the college.

b) Estimate the percentage of projected students enrolled in the program to obtain skills which would lead to new employment in this field. _____ %

3. a) Manpower needs. Based on information available from the Department of Human Resources and other sources, provide estimates of State and local manpower needs appropriate to the proposed program (number of openings per year due to growth and separations). Attach a completed copy of the Market Analysis Survey; show the number of respondents and the response rate. A Market Analysis Survey is not required for an option.

| Projected Job Openings | Year First 19__ | Second 19__ | Third 19__ |
|---|---|---|---|
| State | | | |
| Regional (adjacent counties) | | | |
| Local (service area) | | | |

b) Source of above information. Include name of publication, date, publisher, and the name(s) of occupations represented in the data.

4. Provide the projected average annual salary data for a program graduate.

| Time Period | Average Annual Salary |
|---|---|
| Beginning | |
| After two year's experience | |

5. Describe the method by which the data in item 4. were obtained.

6. List the job titles for which the program will prepare persons.

| Job Titles | |
|---|---|
| | |
| | |
| | |
| | |

7. List alternative fields of employment into which students who complete this program may enter if job opportunities in this program area are unavailable.

| Fields of Employment | |
|---|---|
| | |
| | |

8. Student success indicators.

a) Estimate the number of certificates or degrees to be awarded from the program for the first three fiscal years of the program and enter below.

| Projected Graduates | Fiscal Year First 19__ | Second 19__ | Third 19__ |
|---|---|---|---|
| Associate degree | _____ | _____ | _____ |
| Certificate | _____ | _____ | _____ |

b) Estimate the percentage of students who will fall into the various categories that measure employment, transfer status, and satisfaction. This estimate will be compared with data gathered from the statewide graduate follow-up study conducted ten months after graduation.

| Criteria | Graduate Follow-Up Study |
|---|---|
| | % |
| Full-time job, directly related to program | _____ |
| Full-time job, somewhat related to program | _____ |
| Full-time job, not related to program | _____ |
| Part-time job | _____ |
| Transferred, not employed | _____ |
| Seeking work, not employed | _____ |
| Military, home responsibilities, other | _____ |
| Total | 100% |
| Transferred, regardless of employment | _____ |
| Achieved personal goal | _____ |
| Satisfied with instruction in program | _____ |

## D - ARTICULATION

1. From information obtained from the SBCC and other sources, provide the following data for similar programs.

| Name of College or Other Institution | Program Title | Current Enrollment | Number of Graduates Annually |
|---|---|---|---|
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |

2. Describe efforts made to work out cooperative program arrangements with any institution listed above as having a similar program. List contacts made with (a) local secondary school systems, (b) postsecondary educational institutions, (c) licensing agencies, (d) proprietary institutions, and (e) other programs within the college. For purposes of program articulation and/or cooperative arrangements, give details where firm commitments or contracts have been made.

## E - IMPACT OF THE PROGRAM

1. Explain any modifications to existing programs which the proposed program would cause, such as termination or enrollment changes.

## F - TITLE IX IMPACT

1. What affirmative steps will be taken to eliminate sex bias, sex discrimination, and sex stereotyping associated with this program?

## G - RACIAL IMPACT

1. Specify the expected result this program will have on enabling the institution to meet the goals of the Maryland Plan to Assure Equal Postsecondary Educational Opportunity 1980-85.

## H - REQUIREMENTS FOR IMPLEMENTATION

1. Describe the adequacy of the staff and procedures employed to insure administrative and supervisory support of the program, as well as counseling services necessary for successful career planning, placement, and follow-up services.

2. Describe the adequacy of current facilities, supplies, equipment, and library holdings appropriate for the program. Provide a description of requirements for new or renovated facilities that will be needed. Describe any facilities and equipment available for use locally off campus to support the program.

3. Projected program resources and discipline costs. The number of personnel and the compensation required for this program are displayed cumulatively on this table. For example, if one administrator is added the first fiscal year, then that position and compensation are shown in each of the three years.

| Projected Program Resources | Fiscal Year First 19___ | Second 19___ | Third 19___ |
|---|---|---|---|
| | # | # | # |
| 1. Administrators and compensation | ( ) $ | ( ) $ | ( ) $ |
| 2. Faculty and compensation | ( ) $ | ( ) $ | ( ) $ |
| 3. Staff and compensation | ( ) $ | ( ) $ | ( ) $ |
| 4. Faculty reassigned from other programs and compensation | ( ) $ | ( ) $ | ( ) $ |
| 5. Costs for supplies and **equipment** | $ | $ | $ |
| 6. Total direct costs (add lines 1-5) | $ | $ | $ |
| 7. Total operating costs (line 6 times 2) | $ | $ | $ |
| 8. Number of FTE **generated** in this discipline only | | | |
| 9. Cost per FTE this discipline (line 7 ÷ line 8) | $ | $ | $ |
| 10. Costs for facilities | $ | $ | $ |

NOTES: 1. Use decimal equivalents when necessary to show the number of personnel projected.
2. Use constant dollars. Do not increase compensation to account for inflation in years 2-3. Compensation includes salary and fringe benefits.
3. Attach job description(s) and qualifications for each new position.
4. In line 7, a multiplier of two is used to approximate total costs because indirect costs are generally about 50 percent of total costs. If a more exact multiplier is available, use it.
5. In line 8, "this discipline" refers to courses in the discipline corresponding **directly** to the program; for example, accounting courses in an accounting program. Line 9 **does** not represent program cost.

4. Current college full-time equivalent student cost. $_____

5. a) Are any non-State funds available from public or private sources to support the new program?

( ) Yes ( ) No If Yes, detail below.

| Source | Amount |
|---|---|
| | |
| | |
| | |
| | |

b) Does the college intend to enter into a contractual agreement with any organization or institution that offers instruction leading to the generation of credit which shall be submitted for State aid to community colleges?

( ) Yes ( ) No If Yes, explain.

## I - PROGRAM EVALUATION

1. Describe how and when the college will evaluate the success of the program in relation to the stated objectives of the program.

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Vocational-Technical Education

Proposal for the Approval of
Vocational-Technical Education Program Contract
under the
Vocational Education Amendments of 1976
P.L. 94-482 and By-Law 342:1
The Maryland State Plan for Vocational-Technical Education

I. Control Number _____
Date Received _____
Date Forwarded _____

II. Agency Code _____
School Code _____
Fiscal Year _____
State Plan Act. # _____ FY _____
RFP # _____

III. LEVEL
_____ Secondary
_____ Postsecondary
_____ Adult

IV. PART OF ACT
_____ 102a Subpart 2
_____ 102a Subpart 3
_____ 102b Subpart 4
_____ 102c Subpart 5
_____ 102d Subpart 6
_____ State Apprenticeship
_____ Industrial Training
_____ Other (specify)
_____

V. PRIORITY
_____ Regular
_____ Disadvantaged
_____ Handicapped
_____ Postsecondary
_____ Adult
_____ Limited English Speaking

VI. TYPE OF CONTRACT
_____ New
_____ Amendment

VII. PURPOSES
_____ Vocational Programs
_____ Work Study
_____ Cooperative Vocational Education
_____ Energy Education
_____ Stipends
_____ Placement
_____ Industrial Arts
_____ Support Services for Women
_____ Displaced Homemakers
_____ Day Care
_____ Research
_____ Exemplary
_____ Curriculum
_____ Vocational Guidance
_____ Teacher Training
_____ Sex-Bias Grants
_____ Administration
_____ Other (specify)
_____
_____
_____
_____
_____

VIII.

1. Contract Title _____
2. Agency _____
3. School _____
4. Prepared and submitted by _____
5. Approved for submission by _____
(Local Plan Coordinator - SIGNATURE)
6. Annual and Long-Range Plan reference _____
7. Duration of program START _____ STOP _____
8. Time cycle to complete _____
9. Estimated total annual cost for program - 1st year _____
2nd year _____
10. O.E. CODE # _____
11. Conditions of approval:

A. The Agency Chief Executive Officer certifies that:

(1) A copy of this approved contract will be maintained on file at the agency central office.

(2) A copy will be placed in the individual school file for which the contract was approved.

(3) The school or program administrator and other persons concerned with the operation of this program are aware of the program requirements as described in this proposal.

(4) All funds attributable to this program will be expended and accounted for under the federal rules and regulations, the State Plan and the Act whether or not federal funds are used.

(5) The program/project specified and described in this proposal will comply with procedures to eliminate sex bias, sex stereotyping, and sex discrimination. Further, the operating agency agrees to comply with guidelines established pursuant to direction of the Office of Civil Rights (Federal).

B. Submission of this proposal and subsequent approval does not guarantee the amount of funds requested and/or approved. This program will be eligible to use federal funds under the State Plan and the Vocational Amendments of 1976 within the funds available to the local educational agency through its annual allotment. These funds are to be expended from the part of the Act indicated under Sections IV and VII or special grants as identified under C if applicable.

C. _____ _____ Grant

| | Requested | Approved |
|---|---|---|
| Federal | _____ | _____ |
| State | _____ | _____ |
| Local | _____ | _____ |
| TOTAL | _____ | _____ |

_____ _____
(Agency Chief Executive Officer - SIGNATURE) (Date)

_____ _____
(Assistant State Superintendent in Vocational-Technical Ed.) (Date)

C-1

# PROPOSAL FOR DESIGNATION OF STATEWIDE INSTRUCTIONAL PROGRAM

## MARYLAND COMMUNITY COLLEGES

*The information and estimates contained herein are complete and accurate to the best of my knowledge. The offering of this statewide instructional program is consistent with the college's annual and long-range plans.*

*Signed:*

_____ _____

*President* *Date*

+ + + + + + + + + + + + + + + + + + + + +

## A - STATEWIDE PROGRAM DESCRIPTION

1. Community college: _____

   Statewide program title: _____

   Proposed implementation date: _____

   Campus contact: _____

   Program code: HEGIS _____ CIP _____

   Level and type of award (check as appropriate):

   ( ) AA Degree ( ) Transfer ( ) New Program

   ( ) Certificate ( ) Occupational ( ) Existing Program

   Original date of program implementation: _____

2. Write a brief statement of the rationale for requesting statewide designation.

## B - JUSTIFICATION FOR STATEWIDE PROGRAM

1. Project below the student enrollment which could be accommodated in this statewide program.

| Enrollment from THIS Political Subdivision | | | |
|---|---|---|---|
| | Year | | |
| Fall Enrollment | First 19___ | Second 19___ | Third 19___ |
| Full-time | _____ | _____ | _____ |
| Part-time | _____ | _____ | _____ |

| Enrollment from OTHER Political Subdivisions in the State | | | |
|---|---|---|---|
| | Year | | |
| Fall Enrollment | First 19___ | Second 19___ | Third 19___ |
| Full-time | _____ | _____ | _____ |
| Part-time | _____ | _____ | _____ |

2. a) List the number of projected job openings in your subdivision and statewide.

| | Year | | |
|---|---|---|---|
| Projected Job Openings | First 19___ | Second 19___ | Third 19___ |
| Local | _____ | _____ | _____ |
| Statewide (including local) | _____ | _____ | _____ |

b) Source(s) of data for a) above.

3. Indicate enrollment for the current year and prior three years if this is an existing program.

| Fall Enrollment | Prior Years First 19__ | Second 19__ | Third 19__ | Current Year 19__ |
|---|---|---|---|---|
| Full-time | | | | |
| Part-time | | | | |

## C - FINANCIAL INFORMATION

1. Indicate noncumulative capital costs incurred and projected for this statewide program.

| Capital Costs | Prior Fiscal Year 19__ | Current Fiscal Year 19__ | Projected Next Fiscal Year 19__ |
|---|---|---|---|
| Facilities | | | |
| Capital equipment | | | |

2. Explain the nature of any unusual capital start-up costs for facilities and or capital equipment.

3. Unit cost information.

| Unit Cost | Prior Fiscal Year 19___ | Current Fiscal Year 19___ |
|---|---|---|
| Collegewide cost per FTE | _____ | _____ |
| Estimated cost per FTE, this program | _____ | _____ |

4. Project the estimated additional cost per FTE for enrolling students from other political subdivisions as reported in item B-1. Provide a rationale for the projection.

5. Explain the specialized nature of faculty, staff, facilities, and capital equipment currently being used by the college in this program area.

## D - SPECIALIZED SERVICES

1. Note any particular feature(s) of the local economy, labor force, geography, communication, transportation, or other conditions which should be taken into account in this program.

2. Demonstrate specific articulation that has been sought with other similar program offerings in the State (secondary, postsecondary, four-year, and private).

3. What specific services will the college provide students in seeking nearby off-campus housing and serving the needs of a non-local population?

4. What opportunities are available locally for clinical experience, on-the-job training, and other relevant work experiences?

# DISTRIBUTION OF STATEWIDE INSTRUCTIONAL PROGRAM FUNDS

## FOR MARYLAND COMMUNITY COLLEGES

1. It is the responsibility of the community colleges to inform students about the availability of statewide instructional programs. Many community college catalogs carry the complete list of such programs in Maryland so that students may take advantage of the system.

2. Students who wish to enroll in a statewide instructional program register at the college having the program, paying the out-of-county tuition.

   Only students who meet the following criteria are eligible for out-of-county tuition reimbursement:

   a) The student must be enrolled in an approved statewide program.

   b) The student must be a Maryland resident.

   c) The student must not be a resident of the regular service area of the college.

   d) The program must not be available in the student's county of residence.

3. It is suggested that each college with a statewide program provide eligible students with a statement to be signed about the provisions of the statewide funding system. The following is a sample statement.

   > "I understand that I am enrolling in a statewide instructional program as an out-of-county student and will receive a prorata reimbursement for out-of-county tuition. If sufficient funds are not available, the amount of reimbursement may not be equal to the amount of out-of-county tuition."

   _____ _____

   Signature Date

4. During the Fall and Spring semesters, the college submits the CC-2A form along with the CC-2 form in order to request funds for the program. Reimbursement for Summer students is requested at the same time that reimbursement for the Fall students is requested. The cutoff date for enrollment and the due date for submitting the CC-2A form is the same as that for the CC-2. All credits taken by a student enrolled in a statewide program are eligible for reimbursement.

5. Historically, the program has not been fully funded. Therefore, the State Board for Community Colleges will disburse funds to the college in the following manner.

   Fall term. The total dollars requested will be calculated. If that amount is less than one-half of the amount of statewide funds available, each college will be reimbursed for the total amount requested on the CC-2A form. If the total amount requested is more than one-half of the funds available, then each college will receive a prorata share based on one-half of the amount available.

   Thus, a college requesting $2,000 would be reimbursed on the basis of $2,000/D times one-half of the total State appropriation, where D equals the total dollar amount requested by all colleges for the Summer and Fall.

   Spring term. If the total amount requested is less than the unexpended funds, each college will be reimbursed for the amount requested on the CC-2A form. If the total amount requested exceeds the amount available, then each college will receive a prorata share based on the remaining statewide funds.

   Remaining funds not allocated to the colleges in the Spring semester will be distributed to colleges for any underfunded Fall semester students.

6. Students are then reimbursed by the college on a prorata basis according to total credit hours enrolled as of the end of the third week of classes; in the case of Summer sessions, the point of measurement is 20 percent of the academic session.

   Thus, an eligible student completing 13 credit hours would be reimbursed on the basis of 13/C, where C is the total number of credit hours completed by all eligible students in statewide programs at the college during that semester.

_____
Community College

ENROLLMENT REPORT FOR STATEWIDE FUNDING
MARYLAND COMMUNITY COLLEGES
Fiscal Year Ending June 30, _____

| (1) Student Name or Number | (2) County of Residence | (3) Name of Program | (4) Credit Hours | (5) Tuition Differential Per Credit Hour | (6) Col. 4 x Col. 5 |
|---|---|---|---|---|---|
| | | | | | |

TOTAL

*CERTIFICATION OF MARYLAND STUDENTS FOR STATE AID*

*This is to certify that this community college is eligible for aid for the Maryland students reported above for the _____ semester of the fiscal year ending June 30, _____ who are enrolled in statewide instructional programs as approved by the State Board for Community Colleges and for which funds have been allocated by the State Board for Community Colleges. I further certify that these students do not live in the county/city which supports this community college and that out-of-county/city tuition shall be refunded to these students in accordance with the State Board for Community Colleges procedures.*

_____ _____ _____
*Signature of Preparer* *Date* *Signature of President*

SBCC-CC-2A
Rev. 03-16-82

# PROJECTED AND/OR DISCONTINUED INSTRUCTIONAL PROGRAMS

## MARYLAND COMMUNITY COLLEGES

*This form is to be used for projected new and discontinued instructional programs three years hence. It is to be completed annually for use in the Maryland State Board for Community Colleges State Plan and returned to the State Board for Community Colleges no later than December 31.*

*Signed:*

_____ _____ _____

*President* *Date* *Community College*

+ + + + + + + + + + + + + + + + + + + + + +

## PROJECTED PROGRAMS

| Program Title | Estimated Enrollment | Program Title | Estimated Enrollment |
|---|---|---|---|
| Fall ____ | | Fall ____ | |
| | | | |
| | | | |
| | | | |
| | | | |
| | | | |
| | Fall ____ | | |
| | | | |
| | | | |
| | | | |

## PROGRAMS PROJECTED FOR DISCONTINUANCE

| Program Title | Projected Date of Discontinuance |
|---|---|
| | |
| | |

SBCC:Rev.11-83

F-1

MARKET ANALYSIS SURVEY

_____ COLLEGE

*The purpose of this survey is to help* _____ *College determine the need for a* _____ *program.*

1. Respondent's name: _____ Phone: _____

2. Firm or agency: _____

3. Employment profile:

   A. How many positions do you have that (list job tasks) as their primary responsibility? _____

   B. How many of these positions are or can be filled by persons with less than a bachelor's degree training? _____

   C. How many different job titles are represented in item B? _____

   D. Please list the job titles referred to in C. above.

   _____ _____

   _____ _____

   E. How many new persons with less than bachelor's degree training will be hired due to separation and growth:

   in the next fiscal year _____

   two years from now _____

   three years from now _____

   F. Is continuing education or the associate degree/certificate specifically mentioned as a promotion criterion in your personnel procedures?

   Yes _____ No _____ Other _____

   If Yes or Other, please give details:

   _____

   _____

   _____

4. Personnel profile:

   A. How many persons with _____ as their primary responsibility are currently employed who possess less than an associate degree/certificate? _____

   B. Would you encourage, through release time, financial support, or other means, the personnel included in item 4.A. above to enroll in a _____ associate degree/certificate program?

   C. If a position requiring _____ as the primary responsibility became available, would you consider employing a person possessing an associate degree/certificate in _____?

      Yes _____ No _____

   D. Would you be willing to hire students under a work study (cooperative education) arrangement?

      Yes _____ No _____ Maybe _____

   E. Would you be willing to enter into an agreement for placement of graduates?

      Yes _____ No _____ Depends on certain conditions _____

      If you checked "Depends . . ." above, please list the conditions:

      _____

      _____

      _____

5. Salary data:

   A. What is the current level annual salary? $_____

   B. What is the current entry level annual salary for associate degree holders (if different from A. above)? $_____

   C. What is the current annual salary for associate degree holders with two years' experience in your firm (if different from A. above)? $_____

6. Thank you for your assistance. Please return this survey to:

   _____ College

   _____

   _____

SBCC:Rev. 11-83

G-1

# REQUEST FOR PROGRAM DISCONTINUANCE

## MARYLAND COMMUNITY COLLEGES

*The information and estimates contained herein are complete and accurate to the best of my knowledge. The discontinuance of the designated program is consistent with the college's annual and long-range plans.*

*Signed:*

_____ _____

*President* *Date*

+ + + + + + + + + + + + + + + + + + + + +

## A - PROGRAM DESCRIPTION

1. Community college: _____

   Program title: _____

   Option(s) (if any): _____

   Year of implementation: _____

   Proposed date of discontinuance: _____

   Program code: HEGIS _____ CIP _____

   Level and type of award (check as appropriate):

   ( ) AA Degree ( ) Transfer ( ) Option(s)

   ( ) Certificate ( ) Occupational ( ) Statewide

## B - JUSTIFICATION FOR DISCONTINUANCE

1. What are the reason(s) for discontinuance?

2. If enrollment has declined, why has this occurred?

3. Will students currently enrolled in the program be given the opportunity to complete the program?

   ( ) Yes ( ) No If No, what provisions have been made for **these students?**

4. What will be the status of faculty and staff currently working in **this program area?**

5. What use will be made of any special facilities or capital equipment currently utilized in this program?

6. What is the impact on minority enrollment of discontinuing the program?

C - FINANCIAL IMPACT (Do not complete this section for options.)

1. Number of FTEs taken by students in the program in all disciplines in the previous fiscal year = _____.

2. Loss of Income

   a) State aid = FTEs in 1. multiplied by current aid rate for the college (_____) = $_____

   b) Tuition = FTEs in 1. multiplied by current tuition rate for 30 credits (_____) = $_____

   c) DVTE subpart 2 formula aid = subpart 2 income from previous year ($_____) multiplied by

      $$\frac{\text{Occupational FTEs in the program}}{\text{Total occupational FTEs}}$$ = $_____

   d) Reduction of local support, if applicable = $_____

   e) Sum of lines a, b, c, and d = $_____

   f) Estimated percentage of FTEs in 1. that would <u>not</u> attend the college if the program were discontinued = _____%

   g) Net loss of income = line e) multiplied by line f) = $_____

3. Savings of Expenditures

   a) Instructional salary and benefits no longer paid = $_____

   b) Supplies and materials not purchased = $_____

   c) Reduction of specific indirect costs, if any = $_____

   d) Sum of lines a, b, and c = $_____

4. Net Loss or Savings

   Line 3.d minus line 2.g = $_____

SBCC:Rev. 11-83

# GUIDE FOR USERS OF THE PROGRAM DATA MONITORING SYSTEM PRINTOUT

The State Board for Community Colleges Program Evaluation System was developed in cooperation with the community college presidents and approved by the State Board in 1978. The system involves two steps: quantitative evaluation of each program each year by the SBCC and qualitative evaluation of selected programs each year by the community colleges. The following information is provided to assist in the interpretation of data on the Program Data Monitoring (PDM) System printout, a display of enrollment, awards, follow-up, discipline cost, and manpower information.

Program Number and College Program Title. These items are taken from the current SBCC Program Inventory. Data are only shown on the PDM printout as related to programs and not according to program options. Data related to program options are included as part of the overall program.

Enrollment and Awards. Enrollment and awards data are obtained from Enrollment Information System (EIS) data tapes and from the Degree Data System tapes, respectively. The "FT ENR-TO-AWARD RATIO" is derived by taking one-half of the full-time enrollment in a given year and dividing that figure by the number of graduates two years later. For example, a program that had 100 full-time students in 1978 and 25 graduates in 1980 would have a ratio of 2:1. All student and discipline cost information on the PDM printout is submitted by the colleges and changes are not made in that data without consulting the college.

Similar Programs. Enrollment and award data from the most recent year are shown for each college having the same program in order to show the scope of the programs at adjacent colleges and statewide.

Student Follow-Up Studies. Student follow-up studies are conducted jointly by the colleges and the SBCC with the colleges responsible for mailing the questionnaires to students. The column 1980 Graduates refers to a study of all graduates of fiscal year 1980 surveyed in Spring 1981. The statewide response rate among graduates actually receiving the questionnaire was 65 percent. The column 1982 Graduates refers to a similar survey conducted in 1983 with a response rate of 61 percent. The percentage that "began present full-time job after leaving college" can be used to determine the extent to which a program prepares persons for new employment or provides upgrading to persons already employed. For transfer programs, there is a different data display to reflect variables more relevant to transfer. Graduate follow-up data are generally not interpreted when there are less than ten respondents. However, since the questionnaires were identical in both follow-up studies, the results from the two studies can be combined, if necessary, to get a more reliable picture of the graduates.

Projected Job Openings. The data are Department of Human Resources. The projections include openings due to growth and labor force separations.

Discipline Credit Hour Cost. Data are given as reported in the SBCC Discipline Cost Analysis for the fiscal years shown. Basically, the discipline cost analysis accounts for all expenditures at the colleges (including federal) and attributes them to direct costs, other direct costs, and indirect costs. Direct costs are a function of the faculty salary and class size. Other direct costs include supplies and materials related to the teaching of that discipline, such as laboratory supplies. Indirect costs include general administration costs, including the library and student services. Indirect costs are applied to all courses in proportion to the number of full-time equivalent students in the course. The discipline costs for all general education disciplines are combined as shown on the page for General Studies 4950-01. Discipline costs are presented at the six-digit HEGIS program level. Discipline costs for 5004-01 are now different from those shown for 5004-06. The percentage change over a four-year interval is shown and the Higher Education Price Index is printed. These provide a context for interpreting the discipline cost data.

Procedure for Program Evaluation. Each April the updated PDM printout is distributed to academic deans, occupational deans, and institutional research directors to verify the data. The SBCC staff then identifies several programs at each college that appear to be in some difficulty and in need of a qualitative evaluation. In general, selection is based upon enrollment, awards, and job placement, in that order. Discipline cost information is used in the context of the overall discipline cost at the college and the average cost of the discipline at other colleges.

The selection of programs for a qualitative evaluation is assisted by "flags" shown in the lower right corner of the PDM printout. The flags represent criteria checks on certain data, such as, "Enrollment decreased at least 20 percent and by ten students last year." The flags are set with the help of community college academic deans, occupational deans, and institutional research directors. The flags are used by the SBCC staff to assist in selecting programs for a qualitative evaluation but are not the sole criteria for requesting a qualitative evaluation by the college.

The SBCC staff constructs questions to be addressed in the qualitative evaluation. Upon approval by the State Board for Community Colleges in June, the questions are sent to each college president. Colleges conduct the qualitative evaluations, respond to the questions raised, and submit a report to the SBCC. The SBCC publishes a report of all questions and responses. The report is distributed to the community colleges; the State Board for Higher Education; the State Department of Education, Division of Vocational-Technical Education; and the State Advisory Council for Vocational-Technical Education.

Rev. 11-83

COLLEGE: HARFORD COMMUNITY COLLEGE

PROGRAM NUMBER: 5208 01
HEGIS PROGRAM CATEGORY: NURSING, RN

| COLLEGE PROGRAM TITLE | YEAR IMPLEMENTED | CURRENT STATUS | USOE NUMBER |
|---|---|---|---|
| CERTIFICATE: NOT OFFERED | | | |
| ASSOCIATE: NURSING | PRE 1974 | ACTIVE | 7030100 |

| FALL ENROLLMENT: | 1977 | 1978 | 1979 | 1980 | 1981 | 1982 |
|---|---|---|---|---|---|---|
| CERTIFICATE LEVEL | | | | | | |
| FULL-TIME | - | - | - | - | - | - |
| PART-TIME | - | - | - | - | - | - |
| ASSOCIATE LEVEL | | | | | | |
| FULL-TIME | 96 | 113 | 176 | 198 | 145 | 130 |
| PART-TIME | 198 | 271 | 244 | 330 | 330 | 397 |
| TOTAL HEAD-COUNT | 294 | 384 | 420 | 528 | 475 | 527 |
| AWARDS: | | | | | | |
| CERTIFICATES | - | - | - | - | - | - |
| ASSOCIATE DEGREES | 46 | 85 | 72 | 72 | 98 | 88 |
| TOTAL ALL AWARDS | 46 | 85 | 72 | 72 | 98 | 88 |
| PERCENT FULL-TIME | 33% | 29% | 42% | 38% | 31% | 25% |
| FT ENR-TO-AWARD RATIO | | | 1:1 | 1:1 | 1:1 | 1:1 |
| STATEWIDE FULL-TIME ENROLLMENT-TO-AWARD RATIO | | | | | | 1:1 |

(RATIO = 172 FT ENROLLMENT DIVIDED BY AWARDS 2 YEARS LATER)

STUDENT FOLLOW-UP STUDIES:

| | 1980 GRADUATES | | 1982 GRADUATES | |
|---|---|---|---|---|
| | COLLEGE | STATE | COLLEGE | STATE |
| NUMBER OF RESPONDENTS | 28 | 388 | 38 | 415 |
| RESPONSE RATE | 39% | | 43% | |
| FULL-TIME JOB, DIRECTLY RELATED | 50% | 61% | 79% | 70% |
| FULL-TIME JOB, SOMEWHAT RELATED | 7% | 3% | 0% | 3% |
| FULL-TIME JOB, NOT RELATED | 0% | 1% | 0% | 1% |
| PART-TIME JOB | 32% | 27% | 16% | 21% |
| TRANSFERRED, NOT EMPLOYED | 4% | 1% | 0% | 0% |
| SEEKING WORK, NOT EMPLOYED | 4% | 2% | 0% | 0% |
| MILITARY, HOME RESPON, OTHER | 4% | 5% | 5% | 4% |
| TOTAL | 100% | 100% | 100% | 100% |
| TRANSFERRED, REGARDLESS OF EMPL | 32% | 12% | 13% | 10% |
| ACHIEVED PERSONAL GOAL | 93% | 96% | 92% | 98% |
| SATISFIED WITH INSTR IN PROGRAM | 100% | 94% | 95% | 95% |
| AMONG FULL-TIME EMPLOYEES | | | | |
| MEDIAN ANNUAL SALARY | $14,029 | $14,326 | $16,600 | $16,640 |
| NO. REPORTING SALARY DATA | 15 | 217 | 24 | 270 |
| BEGAN NEW JOB AFTER COLLEGE | 94% | 85% | 69% | 85% |
| SATISFIED WITH EMPLMNT PREP | 100% | 93% | 95% | 95% |

ANNUAL JOB OPENINGS, 1976-1982:

| | BALT AREA | STATEWIDE |
|---|---|---|
| NURSES, PROFESSIONAL | 975 | 1,438 |

JOB OPENINGS MAY ALSO BE AVAILABLE IN OTHER OCCUPATIONS. SEE DHR MANPOWER PROJECTIONS. SOME STUDENTS ARE ALREADY EMPLOYED WHILE ATTENDING THE COMMUNITY COLLEGE. THEREFORE, OPENINGS MAY NOT BE NEEDED FOR ALL GRADUATES. OPENINGS ARE FOR MARYLAND ONLY.

SIMILAR PROGRAMS IN MARYLAND COMMUNITY COLLEGES:

| COLLEGE | ENROLLMENT FALL, 1982 FT | PT | TOTAL | AWARDS 81-82 CERT | AA | SCH YR TOTAL |
|---|---|---|---|---|---|---|
| ALLEGANY | 234 | 167 | 401 | - | 52 | 52 |
| ANNE ARUNDEL | 96 | 479 | 575 | - | 68 | 68 |
| BALTIMORE | 106 | 94 | 200 | - | 29 | 29 |
| CATONSVILLE | 241 | 803 | 1044 | - | 97 | 97 |
| CECIL | 23 | 74 | 97 | - | - | - |
| CHARLES | 40 | 23 | 63 | - | 25 | 25 |
| ESSEX | 172 | 652 | 824 | - | 79 | 79 |
| FREDERICK | 73 | 114 | 187 | - | 31 | 31 |
| HAGERSTOWN | 23 | 50 | 73 | - | 27 | 27 |
| HARFORD | 130 | 397 | 527 | - | 88 | 88 |
| HOWARD | 66 | 303 | 369 | - | 60 | 60 |
| MONTGOMERY | 50 | 144 | 194 | - | 79 | 79 |
| PRINCE GEORGE'S | 260 | 563 | 823 | - | 90 | 90 |
| WOR-WIC TECH | 17 | 30 | 47 | - | 27 | 27 |
| TOTAL ALL COLLEGES | 1531 | 3893 | 5424 | - | 752 | 752 |

DISCIPLINE CREDIT HOUR COST IN NURSING, RN

| | FY79 | FY80 | FY81 | FY82 | 79-82 CHG |
|---|---|---|---|---|---|
| HIGHER ED PRICE INDEX | 169 | 193 | 203 | 226 | +34% |
| STATEWIDE COST: | | | | | |
| ALL DISCIPLINES | $80 | $82 | $83 | $87 | +9% |
| THIS DISCIPLINE | $127 | $138 | $133 | $145 | +14% |
| COLLEGE COST: | | | | | |
| ALL DISCIPLINES | $73 | $82 | $84 | $81 | +11% |
| THIS DISCIPLINE | $135 | $157 | $87 | $105 | -22% |

THESE COSTS ARE DISCIPLINE COSTS, NOT PROGRAM COSTS; A SINGLE DISCIPLINE MAY SUPPORT SEVERAL PROGRAMS.

PDM QUANTITATIVE CRITERIA CHECKS INDICATE:

AWARDS DECREASED AT LEAST 10% AND BY 10 STUDENTS LAST YEAR.
DISCIPLINE COST INCREASED AT LEAST 20% LAST YEAR.

SOURCES: HEGIS REPORTS, FOLLOW-UP STUDIES, DEPT OF HUMAN RESOURCES "OCCUPATIONAL-INDUSTRIAL OUTLOOK" AND DISCIPLINE COST ANALYSIS. DATA ARE SUBJECT TO CONFIRMATION BY THE COLLEGE.



ERIC Clearinghouse for Junior Colleges JAN 20 1984